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ABSTRACT

In 1961 the University of Oklahoma launched its Bachelor of Liberal Studies degree program as a "new frontier in adult education." During the past decade it had developed into a program that has been studied and copied by other institutions as the need for such programs became more widely recognized. This book deals with: (1) the need for special degree programs; (2) development of such programs; (3) the University of Oklahoma's 2 major special programs; and (4) prospects for future developments. (HS)

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SPECIAL DEGREE PROGRAMS FOR ADULTS:

EXPLORING NONTRADITIONAL DEGREE PROGRAMS IN HIGHER EDUCATION

ROY TROUTT

Dean of the College of Liberal Studies
University of Oklahoma

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ACT SPECIAL REPORT FOUR

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PREFACE

The demand for change in higher education, so evident in the decade of the 1960s, has led to a continuing demand for new, nontraditional approaches to higher education in the United States. Lifelong learning, long a primary objective of land-grant university extension programs, has now become a necessity for our population as a whole. The "learning society" requires the continuing reeducation of a high proportion of its citizens as additional knowledge is discovered and new and better ways of doing things become necessary. In this context special educational programs for mature adults take on increasing importance and require concentrated attention and expert analysis.

College and university educators making serious efforts to develop nontraditional approaches to educational programs for adults can profit greatly from Roy Troutt's brief but comprehensive statement on special degree programs of this type. In the late 1950s, long before this subject was receiving national attention, University of Oklahoma officials were analyzing the special needs of adult students. In 1961 they launched the Bachelor of Liberal Studies Degree program as "a new frontier in adult education." In the decade during which this program has been offered they have experienced the problems which are normal to new, different programs, have met the challenges which have risen, and developed a truly outstanding program of this type. Other institutions have studied and copied their program as the need for such degree programs has been more widely recognized throughout the United States. As other institutions recognize these needs and expand their degree programs to meet them, the materials presented in this special report can be extremely valuable in providing guidelines for development and warnings regarding potential difficulties.

It is fortunate, indeed, that this tested program is available for study and can serve as one model for other concerned institutions. We are pleased that we have the opportunity to make it available for those in American higher education who are concerned with nontraditional approaches.

Fred F. Harcleroad, *President*
The American College Testing Program

Iowa City, Iowa
September 1971

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Many individuals have contributed, both directly and indirectly, to this writing. Sincere appreciation is expressed to:

Dr. Thurman White and Dr. Jess Burkett for their capable leadership in the administration of the Bachelor of Liberal Studies (BLS) program during its early years;

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Dr. J. Clayton Feaver who served as chairman of the committee which developed the proposal for the BLS Degree program and who continues to serve as Chairman of the Executive Committee of the College of Liberal Studies;

The Executive Committee of the College of Liberal Studies, the policymaking body of the College, for providing continuous oversight and direction of the College programs and for developing materials used in this paper;

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R. T.

Chapter 1

NEED FOR SPECIAL DEGREE PROGRAMS

Throughout its history the United States has recognized the importance of education. Since the principle of free educational opportunity was established in this country when the Colonial Legislature of Massachusetts passed the Acts of 1642 and 1647, the American public has continued to believe in and to support our educational system.

It is widely accepted that an educated citizenry is essential to the proper functioning of a democratic society. The founders of our nation regarded education as the key to liberty–the safeguard of freedom, equality, justice, and self-government. It was their belief that extensive educational opportunities would help provide intelligent and responsible citizen participation in government. The ideals of American democracy would be realized through education of the masses. Along with Thomas Jefferson they believed that "if a nation expects to be free and ignorant, it expects that which never was and never will be."

There are several reasons why an educated citizenry is of even more importance today. Highly technological society demands more and more highly educated producers and consumers. As a result there is increased dependence upon education as a major economic force. Reports from the U.S. Bureau of the Census indicate that education is a major factor in the economic status of an individual. In fact, the average annual income in 1970 of college graduates was an increase of more than 53% over the average income of high school graduates.[1]

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[1] *U.S. News and World Report*, August 16, 1971, p. 85.

In addition, a complex society requires citizens with widened breadth of knowledge, understanding, wisdom, and concern. Education has become a social status and employment opportunity. One American educator, James B. Conant, early suggested education as a partial remedy for reducing social stratification.[2]

Likewise, a rapidly changing society increases the importance of education. It becomes obvious that increased and improved educational opportunities fo all citizens will be mandatory in the years ahead.

While most Americans would agree that education is important—even crucial—most of them would define "education" in a narrow way. The concept of education most Americans hold is that of a formalized activity engaged in during the first 18 to 25 years of life. One is said to have "completed" his education when he receives his college diploma. Even the terms "school-age population" and "college-age population" are misleading and exclusive. The implication is that older students are atypical and probably do not belong in school.

Traditionally, American colleges have discriminated against adult students whose work or family responsibilities prevent them from returning to the campus for regularly scheduled classes. For such people a college education is very difficult, if not impossible, to attain. The present system of higher education is oriented to the "college-age" population. As a result, human potential is going to waste, and society suffers.

A partial answer to the needs of adult learning is the expansion of extension courses, evening programs, and correspondence courses. Unfortunately, in many institutions these programs have been relegated to second-class status and their usefulness has been further limited because of their replication of the traditional on-campus experience.[3]

On the other hand, many institutions have developed comprehensive programs in continuing education consisting of credit and noncredit courses, seminars, short courses, workshops, and conferences on a variety of topics. It is estimated that between twenty-five and thirty million adults are actively

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[2] James B. Conant, *Shaping Educational Policy* (New York: McGraw-Hill, 1964).

[3] *Report On Higher Education,* Report of the U.S. Department of Health, Education, and Welfare Task Force (Washington: U.S. Government Printing Office, 1971), pp. 68-69.

involved in continuing education programs although fewer than one-fourth are in college and university programs. Other sponsoring institutions include churches, community organizations, business and industry, public schools, private schools, government agencies, and the armed forces.[4] The large number of adult participants clearly indicates a wide-spread interest and need for continuing educational programs. Many of these adults would undoubtedly enroll in degree programs if they were offered in a format suitable to the needs of the part-time adult student.

When Robert Finch was Secretary of Health, Education, and Welfare (HEW), he suggested the formation of a Task Force to study the problems facing the nation's system of higher education in the 1970s. In its report, the HEW Task Force identified literally millions who can benefit from new approaches to an education:

1. Young people who choose not to go to college or who choose to leave in the middle of their college program, but who want some contact with higher education.

2. Women who choose both family and education.

3. Those needing professional training for new careers.

4. Workers already involved with jobs and families.

5. Urban ghetto residents lacking the finances or self-confidence to go to a campus.

6. Those who find the conventional college education unsatisfying or unsuited to their needs.[5]

Several prestigious national commissions have recommended revolutionary actions by colleges and universities to make college degrees more available to adults by developing a methodology and curriculum suitable to their needs.

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[4]Russell J. Kleis and Donald G. Butcher, "Roles and Interrelationships of Continuing Education Institutions," in Nathan G. Shaw (Ed.) *Administration of Continuing Education* (Washington: National Association for Public School Adult Education, 1969), pp. 46-47.

[5]*Report on Higher Education*, op. cit., p. 69.

They have emphasized that adult citizens should no longer be deprived of educational opportunities which are increasingly available to younger people.

The Carnegie Foundation for the Advancement of Teaching created a Commission on Higher Education in 1967 to study and make recommendations regarding the vital issues in higher education. Although the final report of the Commission will not be issued until 1972, a special report and recommendations concerning the general flow of students into and through the formal structure of higher education was published in January 1971. Major themes of the report include:

> Opportunities for higher education and the degrees it affords should be available to persons throughout their lifetimes and not just immediately after high school. . . . More educational, and thus career, opportunities should be available to all those who wish to study part-time or return to study later in life, particularly women and older persons.
>
> Society would gain if work and study were mixed throughout a lifetime, thus reducing the sense of sharply compartmentalized roles of isolated students *v.* workers and of youth *v.* isolated age. The sense of isolation would be reduced if more students were also workers and if more workers could also be students; if the ages mixed on the job and in the classroom in a more normally structured type of community; if all the members of the community valued both study and work and had a better chance to understand the flow of life from youth to age. Society would be more integrated across the lines that now separate students and workers, youth and age.[6]

To make educational opportunities more appropriate to lifetime interests, the Commission suggests more chances for adults to reenter formal higher education and more stress on lifelong learning. The Commission further opposes the sharp distinction among full-time students, part-time students, and adult students. Perhaps one of the most significant recommendations is "that alternative avenues by which students can earn degrees or complete a major portion of their work for a degree be expanded to increase accessibility of higher education for those to whom it is now unavailable because of work schedules, geographic location, or responsibilities in the house."[7] This recommendation is fully satisfied by the special degree programs for adults now available at several major universities.

In September 1967, the American Academy of Arts and Sciences established the Assembly on University Goals and Governance to explore, develop, and

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[6]Carnegie Commission on Higher Education, *Less Time, More Options* (Hightstown, N.J.: McGraw-Hill, 1971), pp. 1-2.

[7]Ibid., p. 20.

help implement alternative approaches for resolving certain principal issues affecting higher education. A report of the Assembly contains 85 theses relating to the goals and internal organization of universities and colleges. One thesis states:

> The decision to postpone higher education, whether taken by an adolescent or a young adult, ought not to be regarded as irrevocable. . . . A greater number of institutions–including many of the more distinguished–ought to concern themselves with providing higher educational opportunity for adults and not simply of the old "continuing education" variety. With such a major commitment, new kinds of students may be expected. Some will come largely for vocational or professional reasons; . . . Finding a new career . . . may be the most compelling reason that others will have. Still others will come for the kind of general education that was unavailable to them when they were young, or that they chose not to pursue at that time, having little sense of its value.[8]

Many colleges and universities have provided evening classes and other continuing education programs, but few have made major efforts to develop academic programs especially for adults, nor have they attempted to seek and provide for interested adult students. Institutions should reexamine their position and their policies in this regard.

A group of distinguished citizens developed a statement of "Imperatives for Action" in adult and continuing education for presentation at the Galaxy Conference on Adult Education held in Washington, D.C., in December 1969. The following statement was included:

> The American people desperately need an adequate system of lifelong learning to enable us to remedy past deficiencies and to direct the forces of change toward humane ends. This lack cannot be filled merely by improving conventional schooling designed to prepare young people for the future, important as that may be. It must be filled by meeting continuous challenge with continuous response. Lifelong learning must be made an all pervasive influence through which those who are responsible for today's critical decisions and choices–the adults of our nation–control the present and create the future we want.[9]

This is a call for national recognition of the concept of lifelong learning and for adjustments wherever necessary in our educational programs to implement this concept.

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[8] *The Assembly on University Goals and Governance* (Cambridge, Mass.: The American Academy of Arts and Sciences, 1971), pp. 12-13.

[9] "Imperatives for Action," *The N.U.E.A. Spectator* (December 1969-January 1970), p. 5.

The HEW Task Force report, previously cited, asserts that colleges and universities are not fully serving the educational needs of all people and suggests the need for many alternate paths to an education. The report states:

> Despite the growth in the proportion of the population going to college, traditional artificial limits persist as to *when* in a person's life he may be a college student, and as to what *type* of person meets the established requirements. . . . Arbitrary restrictions and a lack of imaginative programs limit the opportunities for those of beyond the normal college age and of those for whom attendance at a conventional campus is impractical.[10]

The Task Force recognized a need for new approaches to higher education with new patterns of going to college and suggested that basic changes must occur in higher education in order for many Americans to find college a useful learning experience.

The consideration of one additional problem in higher education is pertinent to the topic of special degree programs. While more than 40% of college-age youth now enroll in college, a surprisingly large number will voluntarily withdraw before completing a degree. More than one million young people enter college each year; yet fewer than half will complete 2 years of college, and approximately one-third will complete a 4-year program.[11]

Students leave college prior to graduation for a variety of reasons—some personal, some related to academic ability, and many related to dissatisfaction with college. Whatever their reasons for dropping out, many of these students will later realize the need for further education and will wish to return, providing an appropriate program in an appropriate format is made available to them. Many such students are good prospects for special degree programs.

In summary, the importance of education is readily apparent. This importance is no less applicable to adults having job or family responsibilities than to college students who are recent high school graduates. While more than eight million students are attending colleges and universities, over twenty-five million adults have demonstrated their interest in education by participating in various continuing education programs.

We must first break down the popular concept that formal education should take place in the first 18 to 25 years of one's life and replace it with the

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[10] *Report on Higher Education,* op. cit., p. viii.

[11] Ibid., p. 1.

concept of lifelong learning. Moreover, our colleges and universities must take the necessary steps to make educational programs more available to adult students. The special degree program for adults is one means of meeting this responsibility.

Chapter 2

DEVELOPMENT OF SPECIAL DEGREE PROGRAMS

Although relatively new, degree programs designed especially for adult students may soon become one of the most important developments in higher education. There are indications of growing interest in special degree programs from many universities as well as from the general public. Educators anticipate that the number of institutions offering these programs and the number of adult students participating in them will increase significantly within the next few years.

The first special degree program started at Brooklyn College in 1954. From 1959 to 1970, programs began at a number of institutions including Syracuse University, the University of Oklahoma, Queens College, Goddard College, Johns Hopkins University, San Francisco Theological Seminary, New York University, Boston University, the University of South Florida, Roosevelt University, Brigham Young University, and the State University of New York at Brockport. Planning is underway at several other institutions to offer new adult degree programs in the near future. One indication of growing interest among universities is the fact that within the last 12 months requests for information about the Oklahoma special degree program came from more than a hundred institutions.

Several conferences, providing opportunities for sharing experiences and ideas, have promoted the development of degree programs. The Center for the Study of Liberal Education for Adults, which assisted the establishment of programs at several institutions, held a conference in Chicago in January 1960. The representatives discussed the Brooklyn degree program and considered possibilities for developing additional degree programs for adults.

Other conferences soon followed. In the summer of 1961, a 1-week conference was conducted at the University of Oklahoma. Representatives from 10 colleges and universities heard reports from faculty members involved in the adult degree program at the University and also observed the seminars which were in session. In November 1962, a meeting was held at the Office of Education in Washington, D.C., to discuss educational programs of interest to the Air Force and the Department of Defense and also to consider the involvement of additional institutions in developing special degree programs.

A 2-day conference was sponsored jointly by the Department of Defense and the Center for the Study of Liberal Education for Adults in March 1963 at Maxwell Air Force Base. Approximately 20 institutions were represented. And in January 1970, a national conference was held at the University of South Florida cosponsored by the Center for Continuing Education and the College of Liberal Arts of the University and the State University System of Florida. Approximately 85 representatives from more than 40 colleges and universities attended this conference.

Although there are differences among all existing degree programs, there are also many common elements. All differ from traditional degree programs in objectives, content, and methodology.

A. A. Liveright has differentiated the various degree programs by categorizing them according to four variables: (1) the amount of credit which must be earned through regular on-campus classes; (2) the total residence requirements; (3) the extent to which special methods and media are utilized; and (4) the extent to which the credit-hour system is replaced by other means of measuring and reporting progress. Those variables determine the flexibility of the degree programs. Applying these variables, the individual programs can be broken down into six categories.

The first category includes degree programs requiring a set number of credit hours earned through attendance at regular classes. The large majority of baccalaureate programs in the United States are found here.

In the second category are liberal education programs developed for adults with special goals and content, part-time and evening classes, but with the regular number of credit hours required in classes. This category includes the New York University Associate in Arts and the Johns Hopkins Master of Liberal Arts.

The third category includes degree programs with flexibility concerning when, where, and how the prescribed program may be taken and the specified number of credit hours accumulated. There may be some variation in the amount of residence time required. Included here are the evening college and extension programs, honors programs, cooperative work-study programs, correspondence study, and educational TV programs.

Liveright's fourth category includes programs which make definite provisions for granting credit for experience–by proficiency examinations and through off-campus programs such as independent study and educational media. The degree is still based on the accumulation of a set number of credit hours. Special degree programs in this category are those at Brooklyn College and Queens College.

In the fifth category are the few programs in which the objectives, curriculum content, and methodology have been changed to meet the needs and interests of adults. Included here are the programs at Oklahoma, Goddard College, Syracuse, South Florida, Brigham Young, San Francisco Theological Seminary, and SUNY at Brockport.

In the sixth category are the external degree programs where the degree is granted entirely on the basis of examinations. These programs are presently at the University of London and the University of South Africa. The Commission of Education in New York State has proposed the establishment of such a degree and is moving toward its implementation.[12]

Among the special degree programs, three distinct categories emerge. First are those in which the degree, the requirements, and the credit hours remain the same although a variety of methods is allowed for satisfying degree requirements. The second category includes programs in which the objectives and content are modified to consider the needs and interests of adults, but the methods and the credit-hour requirements remain the same as the regular undergraduate degree. The third group includes degree programs which are completely innovative, differing from traditional programs in objectives, methodology, and curriculum. Most recently designed special degree programs are in the latter category.

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[12] A. A. Liveright, "Special Degree Programs: Liberal Education for Adults," *Educational Record,* 45 (Fall 1964), pp. 420-23.

Most of the special degree programs are designed to provide a broad liberal education rather than developing vocational or professional competence. These programs primarily aim toward self-enrichment and the development of intelligent, understanding, imaginative, creative, and critical thinking individuals. The liberal education is intended to complement specialized or professional competencies, thereby enabling specialists and professionals to become more effective and more perceptive social and intellectual beings.

According to J. E. Burkett, both liberal education and professional or specialized education are essential since they seek to serve the individual as a unified, integrated person, and either is ignored at the expense of the other. He further states that "liberal education performs three functions imperative in a changing world. It assists the individual in understanding and solving personal problems; it is essential to the preservation and enhancement of the free society; it assists in the integration of isolated bodies of factual information into some sense of unity and thus facilitates decision making and problem solving related to the other two functions."[13]

Philip Mosely believes that a liberal education is central to our concept of a healthy, self-directing society and also that its role will become stronger and more indispensable in coming decades. He gives three reasons for his views. First is the assumption that the Western world is on the verge of becoming the first generally affluent society mankind has known and therefore, people will spend less time in producing goods and services and more time in educating themselves to manage the affairs of society and in exercising powers of imagination and foresight. Second, as larger numbers of people participate in cultural, social, and political activities, they will have to spend more time in preparing themselves to do so. Finally, because of the increased life-span and the decreased period of intensive labor, people will need to find challenging and satisfying uses for the time liberated. To make these possibilities realities, people must participate in continuing liberal self-education throughout much of their lives.[14]

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[13]J. E. Burkett (Ed.), *Bachelor of Liberal Studies: Development of a Curriculum at the University of Oklahoma* (Brookline, Mass.: Center for the Study of Liberal Education for Adults, 1965), pp. 2-3.

[14]Philip E. Mosely, "The Universities and Public Policy–Challenges and Limits," in Stephen D. Kertesz (Ed.) *The Task of Universities in a Changing World* (Notre Dame: University of Notre Dame Press, 1971), p. 36.

In addition to the objective of providing liberal education, most of the programs have other common objectives, such as the following:

1. They attempt to instill a desire for learning and to provide skills of independent study so that students may continue self-enrichment study beyond the degree.

2. The curriculum is interdisciplinary, emphasizing broad knowledge and understanding of basic concepts and the interrelationship of knowledge rather than the accumulation of factual information.

3. They attempt to develop skills and habits of study and research in a particular discipline or problem area.

4. They are designed to meet the special needs and interests of adults.

5. They permit adults to pursue a degree program in a manner and under circumstances convenient to them.

6. They provide opportunities for student evaluation, program evaluation, and educational research.

Guided independent study is a major element in most special degree programs. Typically the independent study program is planned by a faculty member in conference with the student, and the two continue to work together throughout the period of independent study in a given area or on a given topic. The importance placed on independent study is appropriate. Experience and research indicate that many adult students are willing and able to assume large responsibility for their learning through guided independent study. With reasonable guidance and proper materials, adults easily learn through various techniques and procedures.

Independent study is a convenient means of learning since it permits the student to pursue his studies at a time and place of his choosing. It also permits flexibility in his rate of progress, allowing him to proceed at his own pace according to his ability, initiative, self-discipline, desire, and time available for study.

As a method of learning, independent study can be as effective as any other method. One recent study which involved the reanalysis of data from 91 comparative studies of college teaching techniques, including independent

study, concluded that there is no measurable difference among methods of college instruction when evaluated by student performance on final examination.[15]

Another major aspect of most special degree programs is the seminars. They are usually interdisciplinary, organizing knowledge around topics, themes, or problems. They complement the independent study, aimed primarily at achieving breadth of learning, by focusing in depth on specific topics.

The importance of student counseling is obvious. Adults need assistance in selecting and developing a program of study suitable to their needs. They require continued guidance and assistance as they proceed through their programs of study. In providing proper counseling services relating to the academic program as well as administrative procedures, it is essential that cumulative records of student progress be maintained. Such records are essential for proper counseling of students as well as for assisting faculty members in making accurate evaluation of student progress.

A basic assumption of most special adult degree programs is that there are many ways of learning other than through formal education. Therefore, most programs make some provision for transfer of prior credit earned and for credit for life experience. If such prior learning can be measured through tests, interviews, or demonstrated competence, credit is usually granted either through granting appropriate credit hours, by waiving certain requirements, or by permitting students to accelerate completion of interdisciplinary studies.

Another feature relating to methodology and common to most special programs is a change in residence requirements for the degree. The traditional requirements are waived or greatly modified, thus permitting participation by many who would otherwise be excluded because of work or personal responsibilities. This has been an important factor in extending degree opportunities to additional people.

Special degree programs make use of a wide variety of learning techniques and methods, including: independent study, seminars, TV instruction, on-campus courses, extension and evening courses, correspondence study, advanced standing, proficiency examinations, radio, programmed instruction,

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[15] Robert Dubin and Thomas C. Taveggia, *The Teaching-Learning Paradox* (Eugene, Ore.: Center for the Advanced Study of Educational Administration, 1968), p. 35.

audio and video tapes, video cassettes, laboratory demonstrations, museums, field trips, and various cultural activities.

The success of any academic program depends on the quality, interest, and commitment of its faculty. It is therefore essential that the faculty be involved to the maximum degree in the planning and development of special degree programs. Of course, administrative approval, encouragement, and support are also required.

Ideally, members of the general faculty should be involved full time, part time, or on an overload basis as independent study directors, tutors, counselors, teachers, and seminar directors. Involvement of regular faculty, rather than special faculty appointed only for the special degree program, will help insure the maintenance of academic standards and will keep open the channels of communications throughout the academic community.

Faculty for the special program should be organized in an academic unit so that the general faculty retains ultimate control of the curriculum, instruction, and evaluation. The administrative location of the academic unit is basically a matter of convenience. It could logically be placed with the academic unity having responsibility for adult student programming, if such exists. If not, the new program could be located within an existing academic unit such as the College of Arts and Sciences or a new academic unit could be established, such as a College of Continuing Education or a College of Liberal Studies.

New degree programs require the approval of state and regional accrediting associations. This is particularly important for special degree programs, not only as a means of attracting students, but also to maintain the reputation of academic respectability and general acceptance of the degree.

Adequate financial resources must be made available to support the new program, at least in the early years. There is a generally accepted belief that adult programs should be self-supporting through tuition fees. Even so, some time will elapse before the enrollment in the new program is large enough to produce sufficient income to provide adequate program financing.

It will be necessary to adjust the system of academic record-keeping to accommodate variations in new degree programs. Students may enroll at irregular times and for indeterminate periods. Progress may be measured in units of area credits, rather than semester-hour credits. The grading system may be changed for adult degree students. Credit for experience, independent

study, and seminars may necessitate some adaptations. All these possible changes indicate the need for registrars to devise new systems and different procedures for the special degree programs.

Various institutional policies should be reexamined in terms of their appropriateness for adult students. Policies relating to automobiles and parking, special fees, refunds, athletic tickets, student ID cards, health examinations, reporting to parents, and others originally designed for on-campus undergraduates may be inappropriate for the adult clientele.

Techniques must be developed for the proper evaluation of student learning through a wide variety of experiences. Because evaluation of the degree program is of vital importance, provision should be made for the continual, comprehensive, cooperative evaluation of all aspects of the program. And where feasible, provision should be made for various types of educational research.

Those who may be planning or developing new degree programs, particularly in liberal education, should heed the following statement by Richard Millard:

> Flexibility, adaptability, experimentation, and imagination within the framework of the goals of liberal education are the essential ingredients of its further development. This may mean that many of the current mechanisms of liberal education will have to be modified. There is nothing sacred about the magic number of 120 hours or 32 courses or whatever the favorite number may be for completion of the bachelor of arts degree. What is important is the level of accomplishment. There is nothing sacred about credit hours or course systems. What is important is level of insight. There is nothing sacred about residence requirements and particular calendars. What is important is accumulative effect of educational endeavor.[16]

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[16] Richard M. Millard, "Ensuring the Future of the Liberal Arts," *Educational Record*, 45 (Fall 1964), p. 376.

Chapter 3

THE OKLAHOMA SPECIAL DEGREE PROGRAMS

The Bachelor of Liberal Studies

History

The Bachelor of Liberal Studies Degree program, one of several baccalaureate degree programs offered by the University of Oklahoma, was launched in 1961 as "A New Frontier in Adult Education." The BLS is now a well-established curriculum in higher adult education. In 1957-58 a seminar consisting of 30 representatives of the faculty and the administrative officers of the University conducted a year-long study of programs for adult education. The seminar, financed in part by a grant from the Center for the Study of Liberal Education for Adults, adopted a number of important recommendations relating to programs of adult education. One recommendation of the faculty seminar called for the development of a special degree program in Liberal Studies for adult part-time students.

In the fall of 1958, a faculty committee was appointed to develop a proposal for implementation of that recommendation. This committee worked for more than 2 years. The final report of this degree committee recommended the establishment of the Bachelor of Liberal Studies Degree to be offered in a new academic unit, the College of Continuing Education.

In the fall of 1960, the report of the degree committee was approved by the Extension Council, the Council on Instruction, and the University Regents. It was then recommended to and approved by the State Regents for Higher Education.

Early in 1961 the president of the University, with the advice of the Executive Committee of the newly created College, constituted the faculty of the new academic unit. The Carnegie Corporation of New York awarded a grant to the College of Continuing Education for implementation of the new degree program. In March of 1961, the first candidates were enrolled in the program of studies leading to the Bachelor of Liberal Studies Degree.

Objectives

The program of studies leading to the Bachelor of Liberal Studies Degree is designed to provide the adult with–

1. Knowledge of the humanities, natural sciences, and social sciences in sufficient depth and breadth to enable him to understand the relation between the broad areas of knowledge, understand investigative methods used within each field, and to read, interpret, and evaluate the works of scholars within each field.

2. A better understanding of his own personality, problems, and potential.

3. A better understanding of other individuals and groups; knowledge of his own and of other contemporary cultures.

4. A historical view of man's development: social, intellectual, scientific, artistic, and religious.

5. Better understanding of the probable direction and effect of political, economic, and technological change.

6. Understanding of some of the great literary, scientific, and artistic works.

No student can reach the ultimate degree of attainment implied in such a statement of objectives; however, he is expected to achieve a level of attainment in each commensurate with the awarding of a baccalaureate degree.

Curriculum

The curriculum of the BLS Program is developed around the theme "Man in the Twentieth Century," utilizing the "central learnings-central problems"

approach. This approach views modern man as confronted with numerous major problems in a complex society. The central learnings of the liberal arts curriculum are directed toward the solution of the central problems.

The Humanities area includes the study of philosophy, cultural history, literature, and the fine arts. The Social Sciences area includes the disciplines of anthropology, sociology, psychology, political science, economics, history, and human geography. The Natural Sciences area includes chemistry, physics, astronomy, biology, botany, zoology, geology, and physical geography.

The function of liberal education is the integration of knowledge rather than its fragmentation; therefore, the BLS curriculum consists of three broad areas of study—Humanities, Social Sciences, and Natural Sciences. The Inter-Area, which follows, emphasizes the interrelationship of all knowledge by integrating the three areas of study.

The scope of the curriculum is partially defined by the adoption of a list of basic books in each area. It is recognized that such a list should never become rigid and that provision must be made for continuous review and revision by the faculty. Consequently, faculty committees have been established in each of the four areas of study. These committees are responsible for a periodic review of the book lists, evaluating their effectiveness in meeting the objectives of the BLS, and making recommendations for revisions as needed. The committees regularly solicit suggestions and recommendations from the total College faculty.

The present book lists include approximately 130 titles. The College book depository maintains several hundred copies of each title. These books are sent to the students as they are assigned by the faculty advisors. Students are provided free use of the books for study. Following their use, the books are returned by students or, if they wish, they may purchase the books for their personal library.

The basic books include much of the "central learnings" of the BLS curriculum; however, student study is not limited to these books. Supplementary books and materials are recommended by advisers. Students are also advised that they should approach the study of the books with the goals of the program in mind. This means some books should be carefully studied and some need only a cursory examination. Others may be read only in part for the section applicable to the program objectives.

The basic books and the emphasis upon reading do not necessarily restrict students to a single approach to learning. Through the bimonthly *BLS Newsletter* and other communications, students are advised of various learning opportunities available to them. Credit and noncredit courses offered through evening colleges and correspondence study departments, short courses, conferences, workshops, educational TV and radio, museums, exhibits, laboratories, libraries, and journals and periodicals may be utilized in achieving the goals of the BLS curriculum.

Methodology

The BLS Program combines guided independent study and intensive residential seminars of 3 and 4 weeks' duration. The independent study is planned and guided by a professor from the University faculty. An interdisciplinary team of two and three professors, assisted by resource professors as needed, directs the seminars.

Applicants for the BLS Program must first be admitted to the University of Oklahoma before admission to the College of Liberal Studies. This requires a high school diploma or an equivalency certificate.

Following admission, placement tests are administered to students. These tests may be scheduled by individual appointment in the College office, or they may be completed in the applicant's hometown under the supervision of a testing service approved by the College. The BLS placement tests are not to be interpreted as admission tests. The results of the tests are extremely important, however, since the student's performance is helpful in the assessment of prior learning and in advisement throughout the program.

After admission and following placement tests, the BLS student completes orientation, advisement, and area enrollment. Orientation and advisement conferences are scheduled on the University campus several times each year for the enrollment of new students and for counseling and advising students already enrolled in the program. Students living a great distance from the campus are provided alternate procedures for accomplishing orientation, advisement, and enrollment.

The BLS student enrolls in one of the three areas of study rather than in separate subjects or courses. This permits more flexibility in planning an individualized program of study for each student, taking into consideration his prior learning and present interests. For their initial enrollment, many

students select the area for which they demonstrate their highest level of learning on the placement tests. Others select the area of their greatest interest. The student has the option of determining the sequence for completion of the three areas of study.

Independent study in the BLS Program is designed to integrate learning in relationship to the broad objectives of the program. It is not intended that students will receive a mere sampling of knowledge from all academic fields, nor is it expected that they will become equally competent in all disciplines. Students are encouraged to achieve higher levels of competence in those subjects of greatest interest.

Enrollment in area independent study is for an indeterminate period. A student may complete area study in a few months if his prior learning, ability, and time available for study will permit him to do so. He may, however, take a few years to complete an area if such a pace is best suited to his situation. So long as a student demonstrates that he is making regular progress, even though it might be slight, he remains in good standing. If circumstances should make it impossible for a student to pursue his studies for an extended period, he may request a transfer from active to inactive status for the period of time required. When his situation changes and he is ready to resume his studies, he may become active again without the payment of additional tuition fees.

Upon enrollment in area independent study, a student is assigned a faculty adviser for that area. The BLS adviser is of vital importance to the program of independent study. He evaluates the student's background, experience, and prior learning and designs an individualized program of study necessary to complete requirements of the area. The adviser communicates regularly with the student to assist his independent study.

When the student and his adviser believe that he has attained sufficient knowledge in the area of study, the student is eligible to write the Area Comprehensive Examination. The examination consists of two parts, an objective test containing multiple choice and matching items, and an essay test in which the student writes for approximately 30 minutes on each of four questions.

At no time should the adviser suggest to the student that he direct his study toward the objective of passing the examination. The aim is a liberally educated adult, not merely one who can pass tests.

Three grades are possible for the student taking the area comprehensive: "pass," "pass with deficiency," and "restudy-retest." If the test result falls within the "pass with deficiency" range, the student is required to complete such additional assignments as his adviser may require. If the test result falls within the "restudy-retest" category, the student must redesign his program; do a substantial amount of additional work; and, at the appropriate time, attempt an alternate form of the examination.

A student establishes eligibility to attend an area seminar by completing the corresponding independent study including the comprehensive examination, or by completing a substantial portion of the independent study and having permission of his adviser. These criteria provide some assurance that all members of the group will have broad knowledge permitting them to participate at an acceptable level of performance in the seminar.

While independent study in the BLS is aimed primarily at achieving breadth, the seminars focus in depth on themes or problems. Seminars are designed to foster interrelatedness of learning by organizing knowledge around central topics. They aim to provide opportunity for the student–

1. To examine ideas and knowledge gained through independent study as they relate to the seminar theme.

2. To acquire, organize, and synthesize into meaningful relationships new knowledge, data, and ideas relating to the specific theme of the seminar and to prepare logical analysis of the problem with the objective of reaching provisional conclusions.

3. To test his own knowledge, ideas, and convictions through formal and informal discussion with members of the faculty teaching team and with other seminar students.

4. To improve his skill in oral and written presentations of ideas.

5. To develop objectivity in problem analysis when challenged by a variety of viewpoints and through examination of differing viewpoints, including his own.

The key to the success of BLS seminars is the quality of the faculty and its planning and preparation. A teaching team of two professors, each representing a different academic discipline, is appointed for each area seminar. Both members of the team are present during all sessions of the seminar to

stimulate and encourage student participation. They are also available for individual counseling of students at times when the seminar is not in session. The faculty team may also schedule additional faculty members as resource speakers or as consultants.

The Inter-Area independent study and seminar differ from the first three areas. Inter-Area studies include readings which deal with relationships of several disciplines or which consider topics from the viewpoint of several areas. The integration of subject matter is promoted through such readings. The student prepares a critique of each of 11 required books for evaluation by his adviser.

The Inter-Area seminar is 4 weeks in length and is directed by a teaching team of three professors, one from each of the three areas. The seminar theme is usually somewhat broader in scope than themes of area seminars and requires application of subject matter from all three areas, the Humanities, Social Sciences, and Natural Sciences.

A degree requirement, usually completed during Inter-Area study, is the preparation of a study in depth. This special study may consist of a paper on a specialized subject, or it may consist of creative work in literature, science, or the arts. The student is assigned a faculty adviser with special competence in the subject selected for the special study to give guidance and assistance in its preparation.

Faculty

The effectiveness of any academic program depends upon the quality of the faculty. The College of Liberal Studies has been very fortunate in this respect. The BLS was conceived and developed by distinguished professors who were interested in creating new ways of learning and in extending such learning opportunities to many individuals and groups previously denied. The success of the BLS results from the continuing interest, concern, and dedication of these professors.

A 10-member Executive Committee elected by the faculty of the College of Liberal Studies serves as a policymaking body giving constant direction to the liberal studies degree programs. This Committee meets regularly for a minimum of 2 hours each week and frequently schedules meetings for longer periods. There is probably no faculty committee which devotes more time to its assignment than this one. The development of a special adult degree program and the establishment of a new college to offer the degree were, in a

sense, the result of the faculty's concern for the adult student body. This concern continues to be made manifest through the guidance and direction given by the Executive Committee.

The faculty of the College of Liberal Studies consists of carefully selected members of the general faculty of the University. Faculty members of the College are appointed by the Dean of the College upon the recommendation of the Executive Committee and with agreement of the professor and his chairman or dean. All faculty members hold academic appointments in departments throughout the University.

The College faculty presently numbers more than one hundred members. By rank, the faculty is composed of approximately 50% professors (about one-fourth of which are distinguished professors), 25% associate professors, and 25% assistant professors.

Practically all faculty members hold the terminal degree. This is now a requirement for new appointments which was approved by the faculty upon the recommendation of the Executive Committee. Other criteria are also considered by the Executive Committee in selecting new faculty members. Their academic interests should extend beyond their own discipline, and they should be willing to work in interdepartmental and interdisciplinary programs. They should be in sympathy with the program, its objectives, methods, and procedures. Professors who are innovative regarding educational developments are usually good prospects. Finally, professors appointed to the College faculty must be willing to work on an overtime basis.

The faculty meets several times a year to act on recommendations from the Executive Committee and on matters of faculty concern. The Annual Report of the Dean is presented in a spring faculty meeting. Also at that meeting candidates for degrees are approved, and two members of the Executive Committee are elected. The continued interest and participation of the College faculty has resulted in the high academic quality of the BLS and the high achievements of BLS students and graduates.

Student Characteristics

The BLS began in March 1961 with 75 students. Enrollment increased steadily during the first 8 years and has remained constant during the past 2 years. The present enrollment is approximately 1,400, including students

from all 50 states and several other countries. To date, the Bachelor of Liberal Studies Degree has been conferred upon 249 candidates.

BLS students include military personnel, civil service employees, management and supervisory personnel from business and industry, and representatives from more than 100 occupational titles. The majority of students will fall within the age range of 25-55. There are a few students under 21 and over 70 years of age. The youngest BLS graduate was 25 while the oldest person to receive a BLS Degree was 83. Following is an Age-Distribution Table for all who have enrolled in the BLS Program:

Under 21	5
21-30	324
31-40	947
41-50	918
51-60	366
61-70	52
Over 70	3

The flexibility of the BLS Program permits students to progress at their own pace according to their ability, initiative, desire, and time available for study. Since the BLS is the equivalence of a traditional 4-year degree program, a normal rate of progress in the BLS is the completion of one area, including independent study and seminar, each year. The average time of completion of the total program was 47.6 months for the first 249 graduates. A number of graduates completed the program in 2 years or less while several required 6 to 7 years for completion.

The BLS Program is suitable for students with a considerable range of academic ability because of the flexibility it affords. Regardless of the level of ability or the amount of prior learning, success in the BLS Program requires certain characteristics in students. Since much emphasis is placed upon directed reading, the successful BLS student must be a very good reader and one who enjoys serious reading on a continuing basis. Maturity, initiative, self-discipline, and high motivation are essential. The successful BLS student is a self-starter with a sincere motivation to learn and who works at his program of studies seriously and continuously.

Not all students who enroll in the BLS are successful. Throughout the past 10 years, almost 39% of the total number of students who enrolled have withdrawn. This percentage, while undesirable, still compares favorably with

the dropout rate in our colleges and universities of 47%.[17] The number of students withdrawing from the BLS Program does indicate that the program is not for everyone. It is a demanding, rigorous, academic program requiring a great deal of effort, initiative, and time for those who are to succeed. It is interesting to note that follow-up studies indicate that the large majority of those withdrawing actually fail to become involved in the initial stages of their program. In fact, almost 91% of the students withdrawing do not complete their first area of study.

The high-quality performance of BLS graduates is evident. On the Graduate Record Examination Area Tests, many BLS seniors scored significantly higher than the national reference group of college seniors in traditional baccalaureate degree programs. Specifically, 78% are above the mean of the national reference group; 77% are above the average of all seniors in Social Sciences; 70% are above the average of all seniors in Humanities; and 79% are above the average of all seniors in Natural Sciences.

Follow-up studies indicate the BLS graduates have achieved considerable success in career development and in graduate study at various universities. Two BLS graduates have received the PhD, one in philosophy and one in English; five graduates are pursuing doctoral programs. Sixteen graduates have received master's degrees, and 42 have master's programs in progress. One has received a law degree, and another is working toward a law degree.

Evaluation

Continuous, comprehensive, and cooperative evaluation is essential for program improvement and is a major element in the BLS Program. Provisions were made for constant evaluation of all aspects of the program and for involving faculty and students in the evaluation procedures. The results of the evaluation procedures are directed toward the goal of providing improved educational opportunities and experiences for students.

Evaluation in education includes at least two major aspects: evaluation of student attainment in the academic program and evaluation of the program itself. In evaluating student progress, the College relies upon various techniques including faculty-made area comprehensive examinations, nationally standardized examinations, assessment by the area independent study advisers and the seminar directors, evaluation of the study in depth and

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[17]Carnegie Commission on Higher Education, op. cit., p. 9.

by a longitudinal study of student performance through the use of accumulative records. Considerable reliance is placed upon evaluation by the faculty. A student works on a one-to-one basis with the adviser in each of the areas, thereby affording the professors a better acquaintance with the student and the opportunity of observing his performance over a long period of time. The seminars afford the opportunity for seminar directors to observe carefully the students in a situation resembling a long oral examination. They also evaluate papers prepared by the students in each of the seminars.

Faculty advisers, seminar directors, BLS students, graduates, and citizens of the state and nation are involved in the evaluation of the total of the BLS Program. The Executive Committee of the faculty provides continuous direction. Advisers and seminar directors regularly provide suggestions and criticisms by completing special evaluation forms and through discussion at conferences and meetings. Students are asked to complete seminar and program evaluation forms during their attendance at each seminar. Follow-up studies elicit advice and suggestions for program improvement from BLS graduates. A number of prominent citizens have recently become associated with the College of Liberal Studies through their appointment by the University President to serve as members of the Visiting Committee of the College. The Visiting Committee provides a point of view outside the University in conducting a critical review of the College's goals, functions, procedures, and effectiveness.

In addition to the techniques described, suggestions and comments from students and faculty are received on a daily basis. Regular weekly meetings of the Executive Committee provide opportunity for full consideration of all recommendations received. The ultimate goal of all the evaluative procedures is to provide constant and continual improvement of the BLS Program.

Financial Considerations

Tuition fees for the entire BLS Program total $2,150. These fees are payable at different times as the student progresses through the program as follows:

Admission Fee (testing, orientation and advisement)	$ 50
Area Independent Study (three to be taken)	$250
Area Seminar (three to be taken)	$250
Inter-Area Independent Study	$250
Inter-Area Seminar	$350

If the BLS Program is compared with a traditional baccalaureate degree program requiring 124 semester hours, the BLS tuition fees would amount to $17.34 per semester hour equivalency. Tuition fees for independent study include the free use of all basic books assigned by the adviser.

The admission fee must accompany the student's application for admission. The seminar enrollment fee is due and payable at the time the student registers on the first day of the seminar. The fees for independent study are due at the time of enrollment and may be paid in full at that time or, if the student prefers, he may use the deferred payment plan requiring $50 at the time of enrollment and installments of $50 each in 30, 60, 90, and 120 days.

Several federal, state, and local agencies of government provide tuition assistance for selected personnel. Likewise, a number of major business corporations provide tuition assistance to their employees enrolled in the BLS Program. All three branches of the Armed Services provide tuition assistance for qualified personnel. In addition, the BLS is approved for Verterans Administration benefits.

The Master of Liberal Studies

The academic program leading to the Master of Liberal Studies Degree is the result of more than 4 years of faculty planning. It was first offered in early 1968 and now has an enrollment of approximately 100 students. MLS Degrees have been conferred upon 23 candidates. The MLS Program combines directed reading with short-term intensive seminars. A total of 7 weeks in residence at three different periods constitutes the residence requirement.

Objectives

The Master of Liberal Studies is designed for the student who has earned a bachelor's degree, usually in a specialized or professional field, and who desires broad liberal learning rather than further specialization at the graduate level. Many individuals with specialized education and professional experience desire and need a broader educational background. Many "specialists" who have achieved positions of leadership within their job of profession are handicapped in the performance of their professional, social, and civic responsibilities. They lack that broad liberal learning essential to decision making, professional and civic leadership, and personal growth. Such

individuals should find the MLS challenging to their intellectual interests and valuable for professional advancement.

The MLS Program is designed to provide the adult with–

1. A high level of competence in the art of liberal inquiry in one of the three broad areas–Humanities, Social Sciences, or Natural Sciences.

2. Ability to pursue in depth major problems or themes with interrelationships among the several fields of liberal study.

3. An appropriate level of competence in the evaluation of information, ideas, opinions, and value systems.

4. An improved capacity for creative thinking.

5. Greater capacity for self-directed study.

6. An improved ability in the oral and written communication of ideas not only in his own field but also with individuals in fields other than his own.

The MLS Program

The MLS Program is a degree program of the Graduate College offered through the College of Liberal Studies. Enrollment in the MLS Program therefore requires prior admission to the Graduate College of the University. Prerequisites for admission to the Graduate College include a baccalaureate degree from an accredited institution with a grade point average of 3.0 on a 4.0 scale. Admission on probation is sometimes granted when the grade point average is under 3.0 but above 2.5.

The first formal step toward the MLS Degree is the Introductory Seminar of 1 week. Upon enrollment in the MLS and prior to the Introductory Seminar, the student is provided a list of required Inter-Area core readings. The Introductory Seminar is an intensive program including–

1. Orientation to Graduate Study and to levels of performance appropriate to graduate study.

2. Orientation lectures covering the three fields of concentration offered in MLS.

3. Assignment of the student to professors for directed reading in the field of concentration.

4. A seminar theme based on the Inter-Area core reading assignment.

5. Administration of the Aptitude Test and Area Tests of the Graduate Record Examination. The purpose of these tests is to assist the director of the Introductory Seminar in making an assessment of the student's breadth of study as a background for study in the field elected for his concentration.

Students scoring 500 on at least two of the three area tests will be considered to have sufficient breadth of study. Students not demonstrating sufficient breadth of study will be required to add . the readings in the field of concentration such additional work as may be recommended by the Director of the Introductory Seminar.

During the Introductory Seminar, each MLS student will elect concentration in one of the three areas—Humanities, Social Sciences, or Natural Sciences. The student is assigned a committee of three professors who will plan an individualized program of study. This committee will work with the student throughout the following year in directing his readings. The committee is also responsible for evaluating the student's completion of the required readings.

Following the completion of the reading assignment, and any additional assignment for breadth of undergraduate study as indicated by the GRE Tests, the student is eligible to participate in the next step toward the degree, the 3-week Colloquium. The Colloquium is directed by an interdisciplinary team of two professors. In addition to pursuing a major seminar theme or problem, students are provided the opportunity of identifying a thesis topic and developing a prospectus for the MLS thesis. A committee is also formed at this time to direct the advanced study and thesis preparation.

The student spends approximately 1 year engaged in further study and research preparatory to writing the thesis. He works closely with the chairman of his committee in the preparation of the thesis. When a reading copy of the MLS thesis is completed and approved by the committee, the student is eligible for the next phase of the program.

The Advanced Seminar of 3 weeks is open to those MLS students who have approved reading copies of their theses. Each student also prepares a 2,000-to-3,000-word abstract of his thesis for distribution to other

participants prior to the seminar. The Advanced Seminar is directed by an interdisciplinary teaching team of two professors. The purpose of the seminar is to explore in depth an appropriate seminar problem or theme and to provide the opportunity for each student to present or defend his master's thesis before the seminar group. Seminar students will schedule meetings with their committees at which time the final oral examination will be conducted. After making any corrections in the reading copy indicated by his committee, the student will submit his thesis in final form. This completes requirements for the MLS Degree.

Tuition fees for the MLS Program total $1,200 as follows:

Admission	$ 50
Introductory Seminar	$150
Directed Reading	$ 250
Colloquium	$250
Advanced Directed Study	$250
Advanced Seminar	$250

In addition to the basic tuition costs listed, the student will incur the cost of books and other expenses associated with the preparation of the MLS thesis.

The admission fee accompanies the application for admission. Tuition fees for the Introductory Seminar, Colloquium, and Advanced Seminar are paid when the student registers on the opening day. Fees for Directed Reading and Advanced Directed Study may be paid in full at the time of those enrollments, or the student may elect to use the deferred payment plan, paying $50 at the time of enrollment with subsequent payments of $50 due in 30, 60, 90, and 120 days.

Several governmental agencies, industrial corporations, and other employers have provided tuition assistance as a part of the career development plan for their personnel. The MLS is also approved for VA benefits.

The BLS and MLS degree programs, offered by the University of Oklahoma, have made and are making higher education accessible for those to whom it was once unavailable. In offering special degree programs at both the undergraduate and the graduate levels, the University is responding to the vital needs of a broad spectrum of society—the most urgent of which is lifelong learning.

Chapter 4

THE YEARS AHEAD

Prospects for Future Development

If events of the past year are an indication of things to come, then the years immediately ahead should see a number of innovative developments in higher adult education. These, in turn, should have a significant influence upon the future direction of higher education in general.

Several important events took place during 1970-71–

1. Two new special degree programs for adults were inaugurated at Brigham Young University and the State University of New York at Brockport. The Bachelor of Independent Studies program at Brigham Young combines guided independent study and seminars. The Curriculum is divided into four areas: Man and Society, Man and Beauty, Man and the Universe, and Man and the Meaning of Life. An Inter-Area project follows completion of the four areas.

   The Brockport Bachelor of Arts in Liberal Studies utilizes a number of methods, including guided independent study, on-campus courses, University of the Air television courses, and correspondence courses. The curriculum is divided into the Humanities, Natural Sciences, Social Sciences, and an Integrating Area.

2. In September 1970, the Commissioner of Education in New York State proposed the establishment of an external degree program for people unable to attend regular college classes. The degree would be awarded on the basis of a series of state tests following experience and independent study in a particular field.

The Ford Foundation and the Carnegie Corporation have made grants to the New York State Department of Education, the State University of New York, and the Policy Institute of the Syracuse University Research Corporation. These grants are to be used to study the feasibility of an external degree program, develop it, and implement it. The first examinations to be prepared will be in the area of business administration. It is expected that the first degrees will be awarded in 1972.

3. In January 1971, Britain's Open University began with approximately 23,000 adult students enrolled. The Open University utilizes tutoring centers throughout the country, tape-recorded lectures, lectures and demonstrations on television and radio, correspondence materials, and laboratory kits. Each student is required to take 2 weeks of full-time instruction each summer in classroom and laboratory facilities at schools located throughout the country.

4. The College Entrance Examination Board (CEEB) and the Educational Testing Service established a national Commission on Nontraditional Study, funded by the Carnegie Corporation of New York. The Commission is to review opportunities for college-level education outside of school, including the awarding of external degrees. The Commission of 21 members, headquartered at CEEB offices in New York, will be headed by Samuel B. Gould, chancellor emeritus of the State University of New York.

5. Early this year, reports were issued by three national commissions on higher education. The Carnegie Commission on Higher Education, The Assembly on University Goals and Governance, and the Task Force of the U.S. Department of Health, Education, and Welfare have, in their reports cited earlier, advocated a process of lifelong learning and strongly recommended that opportunities for higher education and degrees be made available to adults.

6. Numerous colleges and universities have expressed interest in special degree programs. Two institutions with established programs—Syracuse University and the University of Oklahoma—received an unusually large number of inquiries and requests for information from other institutions. Moreover, there are indications that a number of institutions are at various stages of planning for new degree programs for adults.

In view of these events, it appears likely that educational opportunities for adults, including degree programs, will greatly expand in the years ahead. At

the present time, most of the programs at the baccalaureate level are in the liberal arts. There are, however, a limited number of bachelor's programs and several master's programs in professional or specialized fields. This is an area for future study and consideration.

Influences on Higher Education

Faculty members involved in planning and designing adult degree programs must approach their task with a willingness to consider innovative methods of teaching and learning. Slight modifications of traditional programs will not suffice. Changes in the curriculum are required to make it relevant to the interests and needs of adults. New methods must be developed so that the program becomes available at a time and in a manner which permits all interested adults to participate. Numerous other changes must be made to provide the flexibility required for adult students. As the faculty members engage in these creative activities, they broaden their own vision through study and discussion with representatives from other disciplines. As a result, their respective departments and on-campus students benefit.

Involvement of faculty in the planning and development of innovative programs and participation by professors in the new programs can have a significant positive influence on the educational opportunities an institution provides. Several examples of such influence at the University of Oklahoma can be cited.

A large number of professors have served as members of interdisciplinary teaching teams in more than one hundred BLS seminars conducted during the past 10 years. Faculty members find these experiences to be stimulating and challenging. The result is a broadening of knowledge and interests for all and an opportunity to apply individual professors' disciplines, in a cross-disciplinary fashion, to major issues, themes, or concerns. In effect, the professors engage in their own liberal education, each one learning from his colleagues and also from the adult students.

Professors serving on the teaching teams utilize various teaching techniques, procedures, and media. This influences to a degree the methodology in many regular classes. Several professors have at various times combined two and three classes in different departments, offering them as interrelated integrated courses with team teaching in large blocks of time. Usually the professors adopt a major theme or a historical period and then relate their respective disciplines to the theme or period. Such a plan offers great flexibility

permitting utilization of various techniques. The block-timing scheduling and combining of courses with the team teaching promote the integration of learning.

Several publications have resulted from faculty participation in the adult Liberal Studies programs. *World Visions and the Image of Man,* published by Vantage Press in 1965, was written by Professor Carlton Berenda as a result of his experience as a member of a three-man teaching team in a BLS Inter-Area seminar. The College published two volumes of *Faculty Lectures in Liberal Studies* for the use of adult students, but which have since been used by various other groups. Several other papers and articles, prepared by the Executive Committee of the College and by individual faculty members, have also been published.

Undoubtedly, the greatest single influence of the special degree programs at Oklahoma has been the development and implementation of a new degree in Liberal Studies, utilizing the innovative methodology and procedures of the adult program, for on-campus undergraduate students.

For some time there have been indications that many features of the special adult degree programs would be appealing to some on-campus students, such as the interdisciplinary curriculum, independent study, seminars taught by teaching teams, flexibility in methods and procedures, options available to students, more student independence, and increased individual attention. There are many on-campus students with sufficient maturity, motivation, initiative, and self-discipline who could benefit from adaptations of the adult degree programs.

In answer to a growing interest and need on the University of Oklahoma campus for a unique Liberal Studies curriculum, the Executive Committee of the College of Liberal Studies prepared a proposal recommending an alternate means of attaining the Bachelor of Liberal Studies Degree. While remaining similar in scope, purpose, and function to the adult BLS Degree, the alternate program of study encompasses methodological changes and residential requirements to make the BLS Degree program applicable as well as available to resident students on the OU campus. The proposal was approved by the College faculty, University Council on Instruction, University President and Board of Regents, and the State Regents for Higher Education. The program became available to students in 1970-1971.

The curriculum of the new program conforms, in general, to the content of the adult BLS Program. Greater use of library and laboratory facilities,

greater availability of correlative readings, and expanded use of campus facilities, including regular coursework, add a desirable measure of flexibility to the curriculum.

The methodology of the on-campus BLS is the same as the adult BLS Program, with the following exceptions:

1. Residence requirements–It is expected that the student will spend the equivalence of 1 academic year on each area of study. Students will be required, however, to spend a minimum of 5 months in residence for each area of study. Their schedule is arranged in a modular time sequence of 4-week periods, encompassing a total of 20 weeks. This mode of scheduling will enable–but not require–students to attend regular courses during either the fall or spring semester.

2. Instruction–The curriculum will involve an emphasis on independent study under the continuous advisement by area faculty advisers. Independent study in the on-campus BLS Degree program differs from the adult BLS Program in that there will be (a) a closer relation to the adviser, (b) more frequent group advising sessions, (c) increased use of the library and other facilities within the University community, and (d) the residence requirements. The team teaching of area seminars will occur in the same manner as in the adult BLS Program.

3. As in the adult BLS Program, each student will be required to complete a "special study" some time during his academic program. However, in the on-campus program, this requirement may be fulfilled by completing at least one of the following alternatives:

   a. The Study in Depth–The student pursues a theme or topic-in-depth, as in the adult BLS curriculum. He prepares a scholarly paper, similar to a senior thesis, which is based upon research and study in a limited subject area.

   b. Planned Program of Study Action–The student completes a planned program which integrates action-orientation involvement with appropriate academic work.

   c. Advanced Degree Preparation–The student completes a minimum of five courses in a department. These courses would be planned around the requirements for graduate study.

d. Planned Program of Study–The student completes five or more courses in a thematic range of study.

Whichever option the student elects, he must both plan and fulfill this requirement in consultation with his faculty adviser.

After a student has completed his first area of study, he may elect to complete one of the remaining two areas of independent study in absentia. That is, he may complete one area in a manner consistent with the adult BLS Program. This option is open only to the student who can demonstrate that his off-campus activity has academic relevance to the particular area of independent study. Further, the student must have his faculty adviser's recommendation to this effect.

An interesting feature of the two BLS Programs is the opportunity they provide for placing students with wide age differences and diverse backgrounds in the same BLS seminar. Mixing students from the adult program and the on-campus program can result in a unique learning experience for both groups. It gives young people and those in the later years of life an opportunity to cooperate in an intellectual experience, an opportunity to share ideas and ideals, and an opportunity to promote mutual understanding and respect among people of all age groups.

The Carnegie Commission Report stated:

> Higher education is now prejudiced against older students. They should be welcomed instead. Too often they are looked upon as inferior. Yet older students will help end the *in loco parentis* atmosphere of many campuses, add maturity to discussions, and make a more balanced community out of the college.[18]

If this should be a goal of higher education, the special degree programs for adults offer a means of helping to achieve it.

The years ahead offer both challenges and opportunities to higher education–challenges to make educational programs more available to people of all ages and in varying situations; opportunities to serve and improve society by providing a "second chance" for millions of American adults.

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[18] Carnegie Commission on Higher Education, op. cit., p. 19.

FOR RELEASE: IMMEDIATELY (11/19/71)

NEWS

CONTACT: Bob Elliott - Assistant Director, Information Services

IOWA CITY, IOWA -- In response to challanges and opportunities, special degree programs are becoming an increasingly important segment of higher education in the U.S.

The challange is to make educational programs more available to people of all ages, and the opportunity is to serve and improve society by providing a "second chance" for millions of American adults.

This is pointed out by Roy Troutt in his new book Special Degree Programs for Adults: Exploring Nontraditional Degree Programs in Higher Education. Published by The American College Testing Program (ACT), the book is fourth in the new ACT Special Report Series.

As dean of the College of Liberal Studies at the University of Oklahoma, Troutt is especially qualified to author such a publication. The University of Oklahoma launched its Bachelor of Liberal Studies Degree (BLS) program in 1961 as a "new frontier in adult education." During the past decade, that "frontier" developed into an outstanding program that has been studied and copied by other institutions as the need for such programs has become more widely recognized.

Under Troutt's direction, the University of Oklahoma's BLS program--which combines guided independent study with intensive 3 or 4-week residential seminars--presently has an enrollment of approximately 1,400 students from all 50 states. To date, the BLS degree has been conferred upon 240 candidates at the Oklahoma institution.

-more-

THE AMERICAN COLLEGE TESTING PROGRAM P. O. BOX 168, IOWA CITY, IOWA PHONE: 319/351-4470

lst add Troutt book:

"It is fortunate, indeed," states ACT President Fred F. Harcleroad in the book's preface, "that this tested program is available for study and can serve as one model for other concerned institutions.

"College and university educators making serious efforts to develop nontraditional approaches to educational programs for adults can profit greatly from Roy Troutt's brief but comprehensive statement on special degree programs of this type."

Major sections in Troutt's book deal with (1) the need for special degree programs, (2) development of such programs, (3) the U of Oklahoma's two major special programs, and (4) prospects for future development.

The new book is available at a cost of $2 through ACT Publications, P.O. Box 168, Iowa City, Iowa 52240.

# # #

(Complimentary review copy enclosed)

APPENDIXES

APPENDIX A

STEPS TO THE BLS DEGREE

1. Admission-Placement-Advisement. The student completes application for admission, takes placement tests, and receives advisement for the program. The student then chooses his initial area of enrollment.

2. Area Independent Study. For each of the three areas–Humanities, Natural Sciences, and Social Sciences–the student pursues a program of independent study which is planned and directed by his faculty adviser. For each of the three areas, the student completes independent study and the area comprehensive examination.

3. Area Residential Seminar. The area seminar, directed by an interdisciplinary team of two professors, explores in depth a major problem or theme. A student is eligible to attend a seminar if he has completed the corresponding independent study and comprehensive examination. He may also establish eligibility by completing a substantial portion of his independent study and obtaining his adviser's approval for seminar attendance.

4. Inter-Area Independent Study. The student completes the equivalence of an additional year of guided independent study utilizing academic materials and knowledge encompassing the previous three areas of study. Through required interdisciplinary readings, the student demonstrates his ability by composing critiques or reports upon broad themes of inquiry. The Inter-Area comprehensive examination evaluates the student's ability to integrate all three areas of study.

5. The Study in Depth. The student completes a study in depth which may consist of a scholarly paper, or it may consist of the preparation of creative work in literature, science, or the arts. The student works with an adviser in preparing the study and should normally begin work after completing three areas of study. The student should show the relevancy of the study to Liberal Studies and should demonstrate proficiency in liberal inquiry.

6. Inter-Area Residential Seminar. The student completes 4 weeks of intensive residential study of a "great theme" or "central problem" involving all three areas of study and directed by an interdisciplinary team of three professors. Students attend this seminar after completing all required readings and critiques.

7. Student is recommended for the degree.

APPENDIX B

CURRENT BLS READING LISTS

Basic Readings in the Humanities

Philosophy

Brinton, C. *Ideas and Men: The Story of Western Thought.* Englewood Cliffs, N.J.: Prentice-Hall.
Durant, W. *The Story of Philosophy.* PL500-PB. New York: Pocketbooks.
Hocking, W. E. *Types of Philosophy.* New York: Scribner.
Hayakawa, S. I. *Language in Thought and Action.* New York: Harcourt.
Lin Yutang (Ed.) *Wisdom of China and India.* MLG59. New York: Random House.
Randall, J. H. *The Making of the Modern Mind.* (Rev. ed.) Boston: Houghton Mifflin.
Randall, J. H., & Buchler, J. *Readings in Philosophy.* New York: Barnes and Noble.
Rogers, A. K. *A Student's History of Philosophy.* New York: Macmillan Co.

History

Bowra, C. M. *The Greek Experience.* New York: Mentor Books.
Dudley, D. R. *The Civilization of Rome.* New York: Mentor Books.
Nevins, A. *The Gateway to History.* Garden City, N.Y.: Doubleday. Anchor Books.
Wallbank, T. W., Taylor, A. M, & Bailkey, N. M. *Civilization: Past and Present.* (Rev. single volume ed.) Chicago: Scott, Foresman.

Literature

Cooper, L. *Fifteen Greek Plays.* New York: Oxford Press.
Cooper, L. (Ed.) *The Greek Genius and Its Influence.* Ithaca, N.Y.: Cornell University Press.
Foerster, N. *American Poetry and Prose.* Boston: Houghton Mifflin.
Hadas, M. *A History of Latin Literature.* New York: Columbia Paperbacks.
Harrison, G. B. *Major British Writers.* Vols. I and II. New York: Harcourt Brace.
Mack, M. (Gen. Ed.) *World Masterpieces.* (Rev.) Vols. I and II. New York: W. W. Norton.
MacLeish, A. *Poetry and Experience.* Baltimore: Penguin Books.
Matthiessen, F. O. *American Renaissance.* Oxford.
Osgood, C. G. *The Voice of England.* Harper.
Smith, J. H., & Parks, E. W. *The Great Critics.* New York: W. W. Norton.
Thrall, & Hibbard. *A Handbook to Literature.* Odyssey.
Warnock, R., & Anderson, G. K. *The Ancient Foundations.* Chicago: Scott, Foresman.

Fine Arts

Albright, H. D., and others. *Principles of Theatre Art.* Boston: Houghton Mifflin.
Altshuler, T., & Janaro, R. P. *Responses to Drama.* New York: Houghton Mifflin.
Cooper, G. *Learning to Listen.* A handbook for music. Chicago: University of Chicago Press.

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APPENDIX B–*[Continued]*

Janson, H. W. *History of Art.* New York: Harry N. Abrams.
McGinn, D. J., & Howerton, G. (Eds.) *Literature as a Fine Art.* Evanston, Ill.: Row-Peterson.
Machlis, J. *The Enjoyment of Music.* New York: W. W. Norton.
Wright, E. A. *Primer for Playgoers.* Englewood Cliffs, N.J.: Prentice-Hall.

Basic Readings in the Social Sciences

General and Correlative Readings

Bierstedt, R., Meehan, E. J., & Samuelson, P. A. *Modern Social Science.* New York: McGraw-Hill. An introduction to sociology, political science, and economics.
Price, R. A. (Ed.) *New Viewpoints in the Social Sciences.* Washington, D.C.: National Education Association, National Council for the Social Studies.
Gardner, J. *Excellence.* New York: Harper and Brothers.
Ward, B. *The Rich National and the Poor Nations.* New York: W. W. Norton.
Dean, V. M. *The Rich Nations and the Poor Nations.* New American Library of World Literature. MT580. New York: Mentor Books.
Rand McNally. *Regional Atlas.* Abridged edition of *Goode's World Atlas.* Edited by E. B. Espenshade, Jr. Chicago: Author.
Rand McNally. *Historical Atlas of the World.* Chicago: Author.

Anthropology

Kluckhohn, C. *Mirror for Man.* New York: McGraw-Hill. The relation of anthropology to modern life.
Keesing, F. M. *Cultural Anthropology: The Science of Custom.* New York: Holt, Rinehart, and Winston.
Childe, V. G. *What Happened in History.* Baltimore: Penguin Books. Pelican A108. A brief introduction to archeology.
Service, E. R. *Profiles in Ethnology.* New York: Harper and Row.
Foster, G. M. *Traditional Cultures and the Impact of Technological Change.* New York: Harper.
Herskovits, M. J. *The Human Factor in Changing Africa.* New York: Alfred A. Knopf.

Economics

Bierstedt, Meehan, & Samuelson. *Modern Social Science.* (See under General and Correlative Readings.)
Heilbroner, R. (Ed.) *The Worldly Philosophers: The Lives, Times and Ideas of the Great Economists.* New York: Simon and Schuster. Essanders Paperback.
Loucks, W. N. *Comparative Economic Systems.* New York: Harper. Capitalism, socialism, communism, fascism, cooperation.
Friedman, M. *Capitalism and Freedom.* Chicago: University of Chicago Press. Phoenix Books, P111.

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APPENDIX B–*[Continued]*

Galbraith, J. K. *The Affluent Society.* New American Library of World Literature. MT534. New York: Mentor Books.
Barlowe, R. *Land Resource Economics: The Political Economy of Rural and Urban Land Resource Use.* Englewood Cliffs, N.J.: Prentice-Hall.

Geography

Murphey, R. *An Introduction to Geography.* Chicago: Rand McNally.
Dicken, S. N., & Pitts, F. R. *Introduction to Human Geography.* New York: Blaisdell.
Alexander, L. *World Political Patterns.* Chicago: Rand McNally.
Hoffman, L. A. *Economic Geography.* New York: Ronald Press.
Smith, Guy-Harold (Ed.) *Conservation of Natural Resources.* New York: John Wiley.
Dohrs, F. E., Sommers, L. M., & Petterson, D. R. (Eds.) *Outside Readings in Geography.* New York: Crowell.

Government

Bierstedt, Meehan, & Samuelson. *Modern Social Science.* (See under General and Correlative Readings.)
Eliot, T. *Governing America: The Politics of a Free People.* New York: Dodd, Mead.
Morgenthau, H. J. *Politics Among Nations: The Struggle for Power and Peace.* New York: Alfred A. Knopf.
Brogan, D. W. *Politics in America.* New York: Doubleday. Anchor Books, A198.
Bailey, T. A. *Diplomatic History of the American People.* New York: Appleton-Century-Crofts.
Greer, S. *Governing the Metropolis.* New York: John Wiley.

History

Wallbank, T.W., Taylor, A. M., & Bailkey, N. M. *Civilization: Past and Present.* Chicago: Scott, Foresman.
Morison, S. E., & Commager, H. S. *The Growth of the American Republic.* New York: Oxford University Press.
Nevins, A. *The Gateway to History.* Garden City, N.Y.: Doubleday. Anchor Books, A314.
Beik, P. H., & Lafore, L. *Modern Europe: A History Since 1500.* New York: Holt, Rinehart, and Winston.
Riasanovsky, N. V. *A History of Russia.* New York: Oxford University Press.
Herring, H. *A History of Latin America: From the Beginning to the Present.* New York: Alfred A. Knopf.
Michael, F. H., & Taylor, G. W. *The Far East in the Modern World.* New York: Holt, Rinehart, and Winston.

Psychology

Morgan, C. T. *Introduction to Psychology.* New York: McGraw-Hill.
Sherif, M., & Sherif, C. W. *An Outline of Social Psychology.* New York: Harper.

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APPENDIX B–*[Continued]*

Daniel, R. S. (Ed.) *Contemporary Readings in General Psychology.* Boston: Houghton Mifflin.

Miller, G. A. *Psychology: The Science of Mental Life.* New York: Harper and Row. Includes attention to major personalities and movements in the development of psychology.

Fromm, E. *The Sane Society.* New York: Holt, Rinehart, and Winston.

Sociology

Bierstedt, Meehan, & Samuelson. *Modern Social Science.* (See under General and Correlative Readings.)

Berger, P. L. *Invitation to Sociology: A Humanistic Perspective.* Garden City, N.Y.: Doubleday. Anchor Books, A346.

Lerner, M. *America as a Civilization.* New York: Simon and Schuster. Life and thought in the United States today.

Mumford, L. *The City in History.* New York: Harcourt-Brace.

McGee, R. *Social Disorganization in America.* San Francisco: Chandler.

Presthus, R. *Man at the Top: A Study in Community Power.* New York: Oxford University Press.

Petersen, W. *The Politics of Population.* Garden City, N.Y.: Doubleday. Anchor Books, A452.

Basic Readings in the Natural Sciences

General

Asimov, I. *Intelligent Man's Guide to Science.* New York: Basic Books.

Carson, R. L. *The Edge of the Sea.* New American Library of World Literature. New York: Mentor Books.

Carson, R. L. *The Sea Around Us.* New American Library of World Literature. New York: Mentor Books.

DeKruiff, P. *The Microbe Hunters.* New York: Pocket Books.

Gamow, G. *A Planet Called Earth.* New York: Viking Press.

Gamow, G. *The Birth and Death of the Sun.* New American Library of World Literature. New York: Mentor Books.

Gamow, G. *One, Two, Three . . . Infinity.* New York: Viking Press.

Jeans, J. H. *The Universe Around Us.* Cambridge: Cambridge University Press.

Williams, G. *The Virus Hunters.* New York: Alfred A. Knopf.

Zinsser, H. *Rats, Lice, and History.* Boston: Atlantic Monthly Press, distributed by Little, Brown.

Astronomy

Bernhard, H. J., Bennett, D. A., & Rice, H. S. *New Handbook of the Heavens: A Popular Introduction to Astronomy.* New York: Mentor Press.

Hoyle, F. *Frontiers of Astronomy.* New American Library of World Literature. New York: Mentor Books.

Thiel, R. *And There Was Light.* New York: Mentor Press.

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APPENDIX B–*[Continued]*

Biology

Asimov, I. *A Short History of Biology.* American Museum Science Books. Garden City, N.J.: Natural History Press.
Asimov, I. *The Genetic Code.* New York: Signet Books.
Bonner, J. T. *Morphogenesis: An Essay on Development.* New York: Atheneum.
Dunn, L. C., & Dobzhansky, T. *Heredity, Race, and Society.* New York: Mentor Press.
Greene, J. C. *The Death of Adam.* New York: Mentor Press.
Greene, J. C. *Darwin and the Modern World View.* New York: Mentor Press.
Huxley, J. *Evolution in Action.* New American Library of World Literature. New York: Mentor Books.
Rush, J. H. *The Dawn of Life.* New York: Signet.

Chemistry

Asimov, I. *A Short History of Chemistry.* Anchor Science Study Series. Garden City, N.Y.: Doubleday.
Clapp, L. *Chemistry of the Covalent Bond.* San Francisco: W. H. Freeman.
Dorin, H. *Vitalized Chemistry.* New York: College Entrance Book Co.
Pauling, L. *General Chemistry.* San Francisco: W. H. Freeman.
Saunders, B. C., & Clark, R. E. D. *Atoms and Molecules Simply Explained.* New York: Dover Publications.

Geography

Van Riper, J. E. *Man's Physical World.* New York: McGraw-Hill.

Geology

Geike, A. *The Founders of Geology.* New York: Dover Publications.
Gillispie, C. C. *Genesis and Geology.* New York: Harper and Row.
Rapport, S. B., & Wright, H. *The Crust of the Earth.* New American Library of World Literature. New York: Mentor Books.
Spencer, E. W. *Geology: A Survey of Earth Science.* New York: Thomas Y. Crowell.

Physical Science

Cheronis, N. D. et al. *Study of the Physical World.* Boston: Houghton Mifflin.
Gamow, G. *Matter, Earth, and Sky.* Englewood Cliffs, N.J.: Prentice-Hall.
Holton, G., & Roller, D. H. D. *The Foundations of Modern Physical Science.* Reading, Mass.: Addison-Wesley.

Physics

Beiser, G., & Beiser, A. *Physics for Everybody.* New York: E. P. Dutton. Dutton Everyman Paperbacks.
Carleton, R. H. *Vitalized Physics.* New York: College Entrance Book Co.
Gamow, G. *Biography of Physics.* New York: Harper and Brothers. Harper Torchbooks.

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APPENDIX B–*[Continued]*

Required Reading List for Inter-Area Study

In addition to the extensive reading completed at the initiative of the student, 11 books are *required* reading for the Inter-Area period of study. These books are available on the same basis as the basic books for each study. The books are selected first of all for their interdisciplinary qualities which relate ideas from all areas of knowledge, and secondly for their focus on problems, areas, or disciplines essential to the liberally educated adult.

Allen, G. W., & Clark, H. H. (Eds.) *Literary Criticism: Pope to Croce.* Detroit: Wayne State University Press. This work is a companion piece and "Volume II" of the work edited by Gilbert. Both books are reissues of works produced earlier.

Appleton, S. *United States Foreign Policy: An Introduction with Cases.* Boston: Little, Brown. This book presents an illuminating study of the American foreign policymaking process, the instruments for implementing policies, and the problems facing the policy formulators. The policy process is illustrated by case studies taken from foreign policy crises and developments since World War II.

Berenda, C. W. *World Visions and the Image of Man.* New York: Vantage Press. Starting with Dante's *Divine Comedy*, and the diabolism and witchcraft of the Middle Ages, this book takes the student back to the Pythagorean view as the main root of the later scientific Renaissance and the subsequent scientific concepts of the nineteenth century. The breakdown of that view is traced through the twentieth century, with its attendant problems and confusions. The book culminates in a preliminary investigation of the creative function in man and its future possibilities.

Bury, J. B. *The Idea of Progress.* New York: Dover Publications. This book describes the birth and growth of one of the most important basic ideas of our civilization: progress, or the concept that men are advancing in a definite and desirable direction.

Emerson, R. *From Empire to Nation: The Rise to Self-Assertion of Asian and African Peoples.* Boston: Beacon Press. Professor Emerson presents an authoritative study of the rise of nationalism among the peoples of Asia and Africa against a background of the spread of Western imperial civilization over the earth. The book gives the reader an insight into the causes of European imperialism, its impact upon non-European peoples, and the role the emerging nations are now playing in the international arena.

Gilbert, A. (Ed.) *Literary Criticism: Plato to Dryden.* Detroit: Wayne State University Press. This volume attempts to represent European theories of poetry from Plato's time to the year 1700. It should aid the student in a better understanding of the literary works on which the criticism is based, and give him better understanding of ideas of the past as they relate to persistent human problems and themes dealt with in literature.

[Continued]

APPENDIX B–*[Continued]*

Hall, J. B. *Modern Cultures & the Arts.* New York: McGraw-Hill.

or

Huyghe, R. *Art and the Spirit of Man.* New York: Harry N. Abrams. This book examines art as a way of human expression. Huyghe discusses art as the expression of the spirit–a creative act through which the artist makes manifest what is within him.

Highet, G. *Talents and Geniuses.* New York: Meridian Books. This book deals with criticism of literature and the fine arts. It was adopted from a popular series of radio lectures.

Lovejoy, A. *Great Chain of Being.* New York: Harper and Row. This book is a history of an idea or of a complex of ideas concerning the general "scheme of things" . . . the "constitutive pattern of the universe."

Parrington, V. L. *Main Currents of American Thought.* Vol. I, *The Colonial Mind, 1620-1800;* Vol. II, *The Romantic Revolution in America, 1800-1860;* Vol. III, *The Beginnings of Critical Realism in America, 1860-1920.* New York: Harcourt, Brace.

Phillips, D. B. (Ed.) *The Choice is Always Ours.* New York: R. R. Smith. A valuable synthesis, from the viewpoint of a mystic, of psychological and religious insights of significant writers.

The student will be required to prepare a critical analysis of 11 of the books in the above required reading list. Guidance in the preparation of these papers will be furnished by the student's Inter-Area reading adviser. These papers are to be sent to the Inter-Area reading adviser for evaluation.

APPENDIX C

GRE SCORES FOR THE FIRST 243 BLS STUDENTS COMPLETING THE TESTS

Social Sciences		Humanities		Natural Sciences		Total Score	
Score	*No. of Students*	*Score*	*No. of Students*	*Score*	*No. of Students*	*Score*	*No. of Students*
870	1	820	1	800	1	2360	1
810	1	800	1	790	1	2290	1
800	1	790	3	780	1	2280	1
780	1	780	1	760	1	2230	2
760	2	770	1	730	5	2210	1
750	4	730	2	720	1	2190	1
740	3	710	6	710	3	2180	1
730	2	700	5	700	1	2170	1
720	2	690	4	690	5	2150	1
710	3	680	1	680	8	2130	1
700	4	670	7	670	9	2120	1
690	6	660	4	660	8	2080	1
680	4	650	6	650	5	2070	1
670	1	640	9	640	14	2060	2
660	6	630	2	630	11	2050	3
650	8	620	10	620	3	2030	2
640	7	610	12	610	6	2020	3
630	5	600	7	600	5	2010	3
620	9	590	9	590	11	2000	1
610	7	580	3	580	14	1990	2
600	11	570	10	570	2	1970	1
590	15	560	8	560	18	1960	3
580	12	550	7	550	8	1950	1
570	9	540	4	540	1	1940	3
560	9	530	7	530	10	1930	6
550	3	520	8	520	12	1900	6
540	12	510	9	510	8	1890	4
530	4	500	15	500	10	1880	2
520	7	490	9	490	9	1870	2
510	9	480	12	480	4	1860	4
500	10	470	8	470	8	1850	2
490	9	460	9	460	7	1840	5
480	9	450	7	450	4	1830	5
470	3	440	5	440	6	1820	3
460	3	430	3	430	5	1810	3
450	8	420	4	420	3	1800	2
440	4	410	5	410	6	1790	3

[Continued]

APPENDIX C–*[Continued]*

Social Sciences		Humanities		Natural Sciences		Total Score	
Score	*No. of Students*	*Score*	*No. of Students*	*Score*	*No. of Students*	*Score*	*No. of Students*
430	10	400	3	400	3	1780	5
420	6	390	5	390	1	1770	2
410	2	380	2	380	2	1760	2
400	3	370	2	360	2	1750	3
390	2	360	1	330	1	1730	1
380	1	350	1			1720	2
370	1	330	2			1710	5
340	1	300	1			1700	6
330	1	280	1			1690	5
260	1					1680	3
						1670	2
						1660	2
						1650	2
						1640	1
						1630	3
						1620	3
						1610	4
						1600	4
						1590	4
						1580	3
						1570	7
						1560	5
						1550	2
						1540	3
						1530	6
						1520	4
						1510	3
						1500	3
						1490	4
						1480	2
						1470	5
						1460	4
						1450–960	48

Notes.–Solid line represents the mean of the national norm group. Dotted line represents the mean of the national norm group for majors in that area. Double line represents the mean of the 243 BLS students.

Summary of 243 BLS seniors based on national norms for graduating seniors:

191 (78%) are above average
188 (77%) are above the average of all seniors in Social Sciences
179 (73%) are above the average of all seniors majoring in Social Sciences
172 (70%) are above the average of all seniors in Humanities
129 (53%) are above the average of all seniors majoring in Humanities
192 (79%) are above the average of all seniors in Natural Sciences
116 (47%) are above the average of all seniors majoring in Natural Sciences

APPENDIX D

GEOGRAPHICAL DISTRIBUTION OF BLS STUDENTS (N = 2,618)

Alabama	175	Pennsylvania	146
Alaska	10	Rhode Island	2
Arizona	24	South Carolina	9
Arkansas	15	South Dakota	2
California	90	Tennessee	16
Colorado	35	Texas	179
Connecticut	6	Utah	25
Delaware	4	Vermont	1
District of Columbia	9	Virginia	101
Florida	35	Washington	24
Georgia	22	West Virginia	2
Hawaii	4	Wisconsin	9
Idaho	4	Wyoming	2
Illinois	151		
Indiana	14	APO & FPO New York	100
Iowa	44	APO & FPO San Francisco	39
Kansas	23		
Kentucky	5	Canada	
Louisiana	54	Alberta	4
Maine	5	British Columbia	3
Maryland	33	Manitoba	4
Massachusetts	8	Ontario	2
Michigan	30		
Minnesota	11	South America	
Mississippi	7	Argentina	1
Missouri	158	Colombia	2
Montana	4	Suriname	1
Nebraska	6	Venezuela	2
Nevada	8		
New Hampshire	3	Greenland	1
New Jersey	62	Guam	1
New Mexico	28	Iran	1
New York	66	Israel	1
North Carolina	13	Jamaica	1
North Dakota	2	Lebanon	1
Ohio	65	Libya	1
Oklahoma	687	Puerto Rico	3
Oregon	11	Turkey	1

APPENDIX E

THE EXECUTIVE COMMITTEE AND FACULTY OF THE COLLEGE OF LIBERAL STUDIES

Executive Committee

John Clayton Feaver, PhD, Chairman, David Ross Boyd Professor of Philosophy
James Russell Estes, PhD, Assistant Professor of Botany
Rufus G. Hall, PhD, Professor of Political Science; Assistant Dean, College of Arts and Sciences
Bernard Oberdon Heston, PhD, Professor of Chemistry
Cecil Eugene Lee, MA, Associate Professor of Art
William H. Maehl, Jr., PhD, Professor of History
Paul Ruggiers, PhD, David Ross Boyd Professor of English
Robert W. Shahan, PhD, Assistant Professor of Philosophy; Chairman, Department of Philosophy
Thomas M. Smith, PhD, Professor of the History of Science
Roy Troutt, EdD, Associate Professor of Education; Dean, College of Liberal Studies
David A. Whitney, MBA, Assistant Professor of Sociology

Faculty

Roy Troutt, EdD, Dean of the College of Liberal Studies; Associate Professor of Education
John Alley, PhD, Associate Professor of Modern Languages
Jim P. Artman, PhD, Professor of Modern Languages; Editor, University Publications
Paul A. Barefield, PhD, Associate Professor of Speech
Robert John Bauer, PhD, Assistant Professor of English
Carlton Berenda, PhD, Professor of Philosophy
Arthur Fred Bernhart, PhD, Professor of Mathematics
Frank Joseph Bertalan, PhD, Professor of Library Science; Director, School of Library Science
Paul Albert Brinker, PhD, Professor of Economics
Celia Mae Bryant, MMus, Professor of Music
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Sarah Rose Richards Crim, MS, Professor of Home Economics
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[Continued]

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Gordon Douglas Drummond, PhD, Assistant Professor of History
John Paul Duncan, PhD, David Ross Boyd Professor of Political Science
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Victor A. Elconin, PhD, McCasland Professor of English; Chairman, Department of English
James Russell Estes, PhD, Assistant Professor of Botany
Betty D. Evans, PhD, Assistant Professor of English
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Arnold Glenn Henderson, MS, Associate Professor of Architecture
Bernard Oberdon Heston, PhD, Professor of Chemistry
James Edward Hibdon, PhD, Professor of Economics
Richard Edward Hilbert, PhD, Professor of Sociology
William Horosz, PhD, Professor of Philosophy
Harry E. Hoy, PhD, Professor of Geography
George Garrett Huffman, PhD, Professor of Geology
Jack L. Kendall, PhD, Professor of English
Robert Wayne Ketner, PhD, Associate Professor of Human Ecology
David Burlingame Kitts, PhD, David Ross Boyd Professor of Geology and of the History of Science
Alexander John Kondonassis, PhD, David Ross Boyd Professor of Economics
John Haden Lancaster, Associate Professor of Microbiology
Cecil Lee, MA, Associate Professor of Art
William Burton Lemmon, PhD, Professor of Psychology
Gene Levy, PhD, Professor of Mathematics; Chairman, Department of Mathematics
William Edmund Livezey, PhD, Regents Professor of History; Dean Emeritus of the College of Arts and Sciences
William Henry Maehl, Jr., PhD, Professor of History
Geoffrey Marshall, PhD, Associate Professor of English; Director of the Honors Program
James B. Meyer, PhD, Assistant Professor of Education
David Harry Miller, PhD, Assistant Professor of History
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John Randolph Morris, Jr., PhD, Associate Professor of Psychology; Dean, University College
Stanley Carrell Neely, PhD, Associate Professor of Chemistry
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Sam Olkinetzky, BA, Professor of Art; Director, Museum of Art

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APPENDIX E–*[Continued]*

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Donald Leroy Patten, MA, Special Instructor in Mathematics
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Mary Clare Petty, EdD, Professor of Education
Marion Carl Phillips, PhD, Professor of Marketing; Director, Graduate Programs in Business Administration
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Frank Allen Rinehart, MS, Assistant Professor of Botany
Paul Gillan Risser, PhD, Assistant Professor of Botany and Microbiology
Jack Loyd Robinson, PhD, Assistant Professor of Economics
Paul George Ruggiers, PhD, David Ross Boyd Professor of English
Donald Edmund Secrest, PhD, Assistant Professor of Political Science
John Teague Self, PhD, Regents Professor of Zoology; Curator of Parasites, Stovall Museum
Robert Wayne Shahan, PhD, Assistant Professor of Philosophy; Chairman, Department of Philosophy
Robert E. Shalhope, PhD, Assistant Professor of History
Thomas Malcolm Smith, PhD, Professor of the History of Science
William Harold Smith, MFA, Professor Emeritus of Art
Jonathan Warner Spurgeon, PhD, Associate Professor of History
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Kenneth Lapham Taylor, PhD, Assistant Professor of the History of Science
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Alan R. Velie, PhD, Assistant Professor of English
Gene Bert Walker, PhD, Associate Professor of Electrical Engineering
Jerome Charles Weber, PhD, Associate Professor of Physical Education and of Education; Assistant Dean, University College
Richard Sutton Wells, PhD, Associate Professor of Political Science
Joseph Walter Whitecotton, PhD, Assistant Professor of Anthropology; Chairman, Department of Anthropology
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Thomas Winfield Wiggins, PhD, Associate Professor of Education
Donald Austin Woolf, PhD, Associate Professor of Management
James Joseph Yoch, Jr., PhD, Associate Professor of English
Jack Elwood Young, PhD, Assistant Professor of Zoology

APPENDIX F

EXTERNAL AND SPECIAL DEGREES

This list of external and special degrees (as of October 1, 1971) was prepared by the National University Extension Association, Robert J. Pitchell, Executive Director, One Dupont Circle, Suite 360, Washington, D.C. 20036. These degrees are all offered through and by extension and continuing education divisions. The National University Extension Association is in the process of refining this list to distinguish between "external" degrees which have major independent study components and "specialized" degrees which are largely directed to special clientele in special ways but through regular on-campus programs. Included in the "specialized" degree listing are 20 institutions participating in the University Without Walls Programs. The Association is maintaining an up-to-date listing of all "external" and "specialized" degree programs since new programs are being organized almost daily and it is difficult to keep up with them.

(Institutions listed first, then name of degree)

American International College
Springfield, Massachusetts
- Bachelor of Arts for Adults

Boston College
Boston, Massachusetts

Boston University
Boston, Massachusetts
- Master in Liberal Studies

Brigham Young University
Provo, Utah
- Doctoral Program for School Principals (EdD)
- Bachelor of Independent Studies

Brooklyn College
City University of New York
Brooklyn, New York
- Baccalaureate Degree Program for Adults (regular degrees)

University of California
Los Angeles, California
- Master of Engineering (executive engineering program)

Case Western Reserve University
Cleveland, Ohio
- BS in Early Childhood Development–pending final approval
- BS in Health Care Administration–pending final approval

Chico State College
Chico, California
- External Degree Program in consortium with Lassen and Shasta Community Colleges

College for Human Services
New York, New York
- Associate Degrees

University of the Commonwealth
Massachusetts Board of Education
Boston, Massachusetts
- External Degree (open fall 1972)

University of Delaware
Newark, Delaware
- Master of Applied Sciences

University of Detroit
Detroit, Michigan
- Bachelor of Arts
- Master of Urban Studies
- Master of Public Administration

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APPENDIX F–*[Continued]*

Empire State College
Saratoga Springs, New York
External Degree for State University of New York System

Federal City College
Washington, D.C.
BS in Community Planning and Development
BS in Community Education
Master of Adult Education

Florida Atlantic University
Boca Raton, Florida
American Society for Association Executives (joint program)
Master of Business Administration

Goddard College
Plainfield, Vermont
Adult Degree Program (Bachelor of Arts)

Harvard University
Cambridge, Massachusetts
AB in Extension Studies

Johns Hopkins University
Baltimore, Maryland
Master of Liberal Arts
BS in Arts and Sciences
BS in Business
BS in Education
BS in Engineering (civil, electrical, industrial, mechanical)
Master of Education
MS in Applied Physics
MS in Management Science
MS in Numerical Science
MS in Physics
MS in Space Technology
CAS in Education
CAS in Liberal Arts

University of Kentucky
Lexington, Kentucky
Master of Business Administration

University of Maine
Portland, Maine
Bachelor of Liberal Studies–pending final approval

University of Maryland
College Park, Maryland
BA in General Studies

University of Nebraska
Omaha, Nebraska
Bachelor of General Studies

New York Institute of Technology
Old Westbury, New York
Associate in Applied Science
Bachelor of Science
Bachelor of Technology
Master of Business Administration

New York University
New York, New York
Associate in Arts
Associate in Applied Science (business)
Associate in Applied Science (public service)

State University of New York
Brockport, New York
BA in Liberal Studies

University of Northern Colorado
Greeley, Colorado
Subprofessional Degree
Bachelor of Arts
Bachelor of Science
Specialist Degree
Master of Arts
Master of Science
Six-Year Certificate (PhD without dissertation)

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APPENDIX F–*[Continued]*

University of Oklahoma
Norman, Oklahoma
- Master of Arts in Public Administration
- Master of Arts and Economics
- Master of Liberal Studies
- Master in Urban Economics and Urban Administration

Purdue University
Lafayette, Indiana
- MS in Extension Education
- Master of Engineering

Queens College
School of General Studies
Flushing, New York
- Adult Continuing Education Program (regular degrees)

Rochester Institute of Technology
Rochester, New York
- Associate in Applied Science
- Associate in Business
- Associate in Graphic Arts
- Associate in Management
- Associate in Health Institutional Management
- Associate in Industrial Technology
- Associate in Photography
- BS in Applied Science
- BS in Business
- BS in Graphic Arts
- BS in Industrial Management
- BS in Photography
- Graduate Program in Applied and Mathematical Statistics

Roosevelt University
Chicago, Illinois
- Bachelor of General Studies
- Bachelor of General Studies (alternate)

San Francisco Theological Seminary
San Francisco, California
- Doctor of Scientific Theology

University of South Carolina
Columbia, South Carolina
- Master of Business Administration–ETV

University of South Florida
Tampa, Florida
- Bachelor of Independent Studies

University of Southern California
Los Angeles, California
- Master of Liberal Arts

Southern Methodist University
Dallas, Texas
- Master of Liberal Arts
- Bachelor of Science
- Bachelor of Arts

University of Southern Mississippi
Hattiesburg, Mississippi
- Associate of Science in Nursing
- Associate of Science in Police Science

Syracuse University
Continuing Education College
Syracuse, New York
- Associate in Arts
- Bachelor of Arts in Liberal Studies

University of Tennessee
Nashville, Tennessee
- Associate of Arts in Nursing

Washington University
St. Louis, Missouri
- BS in Urban Affairs
- Bachelor of Technology in Computer Applications
- Bachelor of Technology in Computer Electronics
- Bachelor of Technology in Electrical Power
- Bachelor of Technology in Mechanical Design
- Bachelor of Technology in Structural Design
- Bachelor of Technology in Thermo-Mech Energy
- Bachelor of Science in Systems and Data Processing
- BS in Industrial Management

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APPENDIX F–*[Continued]*

Westbrook College
Portland, Maine
Two Plus You, Associate Degrees for Women
University Without Walls, BA after 2 additional years of study

University of Wisconsin
Madison, Wisconsin
Professional Development Degree in Engineering

UNIVERSITY WITHOUT WALLS PROGRAMS

(Union of Experimental Colleges and Universities)

Antioch College
Yellow Springs, Ohio

Bard College
Annandale-on-Hudson, New York

Chicago State University
Chicago, Illinois

Friends World College
Westbury, New York

Goddard College
Plainfield, Vermont

Howard University
Washington, D.C.

Loretto Heights College
Denver, Colorado

University of Massachusetts
Amherst, Massachusetts

University of Minnesota
Minneapolis, Minnesota

Morgan State College
Baltimore, Maryland

New College at Sarasota
Sarasota, Florida

New York University
New York, New York

Northeastern Illinois State University
Chicago, Illinois

Roger Williams College
Bristol, Rhode Island

Shaw University
Raleigh, North Carolina

Skidmore College
Saratoga Springs, New York

University of South Carolina
Columbia, South Carolina

Staten Island Community College
Staten Island, New York

Stephens College
Columbia, Missouri

Westminster College
Fulton, Missouri

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ACT Financial Aid Services. Describes ACT's three major financial aid services available for use by students and institutions of higher education. Explains operation of systems used in ACT Student Need Analysis Service. Free.

ACTivity. National newsletter published periodically. Provides timely and important information about the ACT Program. Add your name to the mailing list by writing to the address at the beginning of this section. ACT routinely sends one copy to each secondary school guidance office. Free.

Charting Student Needs. Annual Report of The American College Testing Program, 1970-71. ACT looks at the past year and the future in this 90-page document, which also includes lists of personnel associated with ACT and an extensive list of ACT publications. Free.

College Student Profiles: Norms for the ACT Assessment. Describes students, by geographic region and institutional level, enrolled in ACT colleges and universities. $3.00.

Counselor's Handbook: A Guide for Using ACT Services in Precollege Guidance. Provides secondary school counselors with pertinent and accessible information for use in advising college-bound students and their parents. Free.

The Developing State Colleges and Universities: Historical Background, Current Status, and Future Plans, by Fred F. Harcleroad, H. Bradley Sagen, & C. Theodore Molen, Jr. Describes a project undertaken to determine the extent and kind of change that has taken place in the developing state colleges and universities in the past and is projected for the near future. $3.00.

Educational Opportunity Service Announcement. (Brochure) Summarizes a new institutional service designed to inform prospective students of special or unusual educational or scholarship programs available at the institution, and outlines procedures necessary for participation. Free.

Institutional Self-Study Service. (Brochure) Describes the purpose, design, and features of the service for assessing the quality of education provided at specific institutions. Free.

Quiz for College Presidents and All Others Who Care about Students. Features a quiz (with answers) on college students, plus a description of the mechanics and philosophy of the overall ACT Program. The seven-part quiz gives an insight into the thinking of today's college students. Free.

Student's Booklet: A Guide to Understanding Your ACT Report. Provided automatically to students at the time they receive their ACT score report. Explains how ACT data collected from the ACT Test Battery are used as valuable counseling tools in precollege planning. Also describes ways institutions make use of ACT data. Free.

Teachers Tell It–Like It Is, Like It Should Be, by Gordon A. Sabine. The results of TEACH-POLL, a mail questionnaire survey conducted among 2,692 senior high school teachers across the nation in the spring of 1971. The teachers commented on parents, legislators, taxpayers, news reporters and broadcasters, school board members, principals, superintendents, and students. $3.00.

Using ACT on the Campus. A guide for the use of ACT services at institutions of higher education. Provides assistance in understanding and using ACT data in colleges for admissions, scholarship selection, course sectioning, and personnel services. Free.

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A collection of several special reports concerning two-year colleges and their students. The focus is on institutional characteristics, student characteristics, and predictions.

No. 3 *The Ghetto College Student: A Descriptive Essay on College Youth from the Inner City,* by G. D. Morgan

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